

Katie McCarthy
March 14, 2010

Vocabulary Committee 2009-2010 school year

- Based on our School Improvement Plan, my staff and I created a committee dedicated to study vocabulary strategies. We were specifically studying Isabella Beck and tiered words, but came into Kevin Feldman with the collaboration of our district reading committee. The committee is made up of two ESL teachers (one primary and one intermediate), one reading intervention teacher, one classroom teacher, the school psychologist, and the principal. Two of these members are also serving on the district level reading committee, and another is on the school SIP team with me. We meet at least once a month for one hour after school.
- Here are some of our meeting minutes:
10/2/2009

Agenda Items	Highlights	To Do List
What do we know about Isabel Beck vocabulary strategies?	<ul style="list-style-type: none">• Brenda shared she learned about it in grad school and her children's school uses it.• It can work across all grade levels• Tier II words are words children would come across in regular reading but should be a focus to expand vocabulary by connecting it with current schema (application words for everyday conversations) Beck believes the students should create the definitions of vocabulary words	<ul style="list-style-type: none">• Ashley read her book and will share more next meeting.• Other members should do some research and reading on Beck's strategy.
What do we think about her strategies?	<ul style="list-style-type: none">• Beck does have a list of words but is it too limiting?• Could we use her methods using SF words? We would not need materials but we would need some training Could easily be used for ELLs-especially students write own definitions, Frayer model	<ul style="list-style-type: none">• Curious if we could generate own words to use this strategy (such as Scott Foresman). www.fcrr.org has good resources on word wizards.
What is our next step?	<ul style="list-style-type: none">• Ashley read her book and will share more next meeting Brenda will attend Kevin Feldman workshop and report back findings to committee	Next meeting is 11/4 at 3:15pm in Katie's office

11/14/2009

Agenda Items	Highlights	To Do List
More book share on Beck	Discussed tiers and Feldman's frequent quoting of her research and methodology; the two mirror each other	Keep information on tiers in mind
Kevin Feldman sharing	<ul style="list-style-type: none"> • Pushpa shared some materials from Feldman's website (scoe.org/reading): "Narrowing the Language Gap" • Krissy shared her experiences and learning moments in his class and observations. • It was recommended to join his list serve • Discussed methodology including process for finding words, high-frequency words, signals, observation checklists • "Vocabulary is the single best predictor for academic achievement for ELLs" – Kevin Feldman • How do we let the staff know about this information? SIP on 12/11-everyone agreed we could do a mini-session on Feldman; it was decided to explore how to find words first <p>Louise mentioned Bryan's institute day presentation on Marzano...maybe he would be willing to help us</p>	<ul style="list-style-type: none"> • Katie will copy and distribute the paper; read it for the next meeting • Katie will copy and distribute the materials; read them for the next meeting • Bring ideas for SIP mini-session regarding "How to find words" <p>Next meeting we will explore his website</p>
Can we generate our own word list using Beck strategies?	<ul style="list-style-type: none"> • There is no list! We need to inventory our texts and curriculum to create our personalized list. This is a big process...what happens when curriculum committees change texts or ideas? <p>Look at content vs. ISAT words</p>	Next meeting is 11/18 at 3:15pm in Katie's office

11/18/2009

Agenda Items	Highlights	To Do List
"Narrowing the language gap" sharing	The article was filled with great information but what do you do when the student doesn't have any background knowledge (ex. ELL). Use supports!	<ul style="list-style-type: none"> • Jigsaw at 12/11 SIP <p>Presenter is Katie</p>
Kevin Feldman materials sharing	<ul style="list-style-type: none"> • The DVD 1 (Quinn K) is 59 minutes and DVD 2 (Wilson 5) is 80 minutes. <p>Must use Power DVD to play discs in our computers.</p>	<ul style="list-style-type: none"> • Committee will present two sessions (K-2 and 3-5) including observation videos at 12/11 SIP • Presenters are Brenda & Ashley and Krissy & Louise <p>Give any handout materials to Katie to have copied for 12/11</p>

www.scoe.org/reading exploration	Didn't get to it today	Put on agenda for next time
SIP ideas for finding words	Decided to share Feldman observations and knowledge rather than all school activity this time. Will table for another SIP day.	Next meeting is January 20 at 3:15pm in Katie's office

December 11, 2009 SIP agenda

12:45-1:45pm Primary grades staff to **Kevin Feldman observations**, room 314
Intermediate grades staff to **Kevin Feldman observations**, room 310
All other staff chooses an **observation** session to attend!

1:45-2:15pm grades 2-5, intervention, resource & ESL to **ISAT writing**, room 311
Everyone else to **Kevin Feldman article**, library

2:15-2:45pm grades 2-5, intervention, resource & ESL to **ISAT reading**, room 315
Everyone else to **Classroom Management**, room 312

2:45-3:15pm Everyone to **Second Step**, library

Pre-school staff works with Chris

- My district was lucky enough to have Dr. Kevin Feldman come to work with us in cooperation with LADSE (LaGrange Area Department of Special Education). My school psychologist was turned on to Dr. Feldman's strategies last year, and that is when she introduced him to me. My school psychologist and her colleagues at LADSE felt there was a positive reaction to his strategies in the schools they serve so they brought him back to Illinois and into my district. Dr. Feldman actually modeled his explicit vocabulary strategies in two classrooms in November as well as hosted a round table discussion with representatives from each school. Dr. Feldman allowed my district to video record his lessons and conversations so we could use them as learning tools with our faculty. I now have two on-hour long videos, one in a kindergarten room and the other in the fifth grade room as well as his round table discussion for professional development use.
- Here are my notes from Dr. Feldman's round table discussion that I was able to share with teachers during the paper jigsaw:
 - TIME is the most important thing we can give a student!
 - Differentiation does not mean centers or groups; we can differentiate anything we want!
 - There is not a "master" list of vocabulary words or such a list for grade levels either. Use what is age-appropriate. There are three questions you must ask:
 1. Is the word something students will need to use over and over in their academic career?
 2. Is the word necessary to understand the big idea or concept of the lesson? Consider what is abstract or more difficult and spend more time there.
 3. Is the word critical for the grade level or the content area? It should be a high use word. Ex. just because it's a novel unit doesn't make it necessary
 - Prioritize the vocabulary; no more than 25% of vocabulary can be considered highly important per content area

- Vocabulary teaching should be before, during, and after instruction. Consider fiction vs. non-fiction words because kids prefer informational texts according to research. Also consider native language and language acquisition levels.
- If there is no “good” or rich vocabulary in the story, use academic words like character, setting, descriptive words, or tense/form (ex. navigate, navigation, navigator). Also consider what conceptually goes together (ex. new comer and immigrant) vs. teaching in order of occurrence in the text or program.
- Check out the teacher’s manual for questions you can ask students because this may help you create a grade-level list (thinking words and question words like explain, compare, analyze, predict). Directions can also serve as great sources to find academic words (circle, draw, compare).
- Stop using kid language and move beyond it to academic words!
- Do not commit vocabulary word list abuse!!!!!! Do not “drill and kill.”
- Vocabulary is never textually related or generated because it can be found anywhere (field trips, movies, etc.).
- **Research-based** vs. **research-validated**
 Scott Foresman www.fcrr.org
 Houghton-Mifflin Clearing House
- “What should drive us are standards, not programs.” –Kevin Feldman
- “Programs are vehicles; education will always need crafty teachers!” -Kevin Feldman
- He is a big fan of Isabella Beck!
- Within these sessions, teachers were split into primary and intermediate grade levels to view and discuss the appropriate Feldman lesson. Teachers briefly shared their direct contact and experience watching him in the classroom, showed the video, and led the group in a discussion of what they thought would work in their classroom. Then the teachers were encouraged to plan an explicit vocabulary lesson in their room (any content area) and report back for the next SIP day.
- This is the address to Dr. Feldman’s pages on the Sonoma County of Education website where the presenters found more resources for the presentations:
<http://www.scoe.org/pub/htdocs/reading-language-about.html>
- Here is the introduction to the research paper the faculty studied. The full paper can be viewed at
<http://www.fcoe.net/ela/pdf/Vocabulary/Narrowing%20Vocab%20Gap%20KK%20KF%201.pdf> The staff jigsawed the fifteen page research paper in the interest of time as well as modeling a successful ELL comprehension strategy.

Narrowing the Language Gap: Strategies for Vocabulary Development

- Kevin Feldman & Kate Kinsella 1/30/2003

It is now well accepted that the chief cause of the achievement gap between socioeconomic groups is a language gap. - E.D. Hirsch, 2003

The Language Gap

One of the most glaring differences between successful and less successful students, across the grade levels, can be readily seen in their vocabulary knowledge and lexical skills. A few quick statistics will lend some perspective:

*High knowledge 3rd graders had vocabularies equal to low performing

12th graders (Smith, 1941).

* Top high school seniors knew 4 times the words of lower performing classmates (Smith, 1941).

* 1st gr. Students from high SES groups knew about twice as many words as lower SES students (Graves et al. 1987).

* Very little emphasis on vocabulary teaching in school curricula (Biemiller, 1999; Watts, 1995).

A Rationale Directly Addressing Vocabulary Development

Successful comprehension is, in some significant part, dependent on the reader's knowledge of word meanings in a given passage. Baker, Simmons, & Kame'enui (1998) state, "The relation between reading comprehension and vocabulary knowledge is strong and unequivocal. Although the causal direction of the relation is not understood clearly, there is evidence that the relationship is largely reciprocal." The good news for teachers from research in vocabulary development is, vocabulary instruction does improve reading comprehension (Stahl, 1999). However, not all approaches to teaching word meanings will improve comprehension. This article will describe some of the most practical and effective strategies that secondary teachers can employ with diverse learners to enhance vocabulary development and increase reading comprehension.

February 26, 2010 SIP agenda

	Group 1	Group 2	Group 3
11:50-12:45pm	Lunch sponsored by	the vending machine	in the lounge!
12:45-1:32pm	Joomla! Computer lab	Complete Dr.Lane survey/pick up ISAT materials	Kevin Feldman Room 315
1:35-2:22pm	Kevin Feldman Room 315	Joomla! Computer lab	Complete Dr.Lane survey/pick up ISAT materials
2:25-3:15pm	Complete Dr.Lane survey/pick up ISAT materials	Kevin Feldman Room 315	Joomla! Computer lab

All cross cat faculty meet to discuss progress monitor tools in room 102.

- As a follow up to our 12/11/09 Feldman activities, the vocabulary and reading committees at my school agreed we should revisit concepts. This time the teachers focused on visualizing vocabulary like Dr. Feldman did in both his lessons. The vocabulary committee met and created word lists for upcoming lessons in Scott Foresman at each grade level and an adult word list to use as the class example. I found the visuals and created a power point for the teachers to use for their instruction. The website I used was www.wordsift.com at the advice of my school psychologist. It takes all the best images from Google Images and puts them into one source. The website also has a visual thesaurus! However, I would not allow students to use this site because ALL images come up (try searching "tight" or "abuela" and you will see what I mean). You can even

change languages, search by content area, or customize the page for your use. This website is sponsored by Stanford University. For this SIP's activities, the teachers were randomly placed into a group so the sharing of Feldman's strategies would be broader in range, examples would be varied, and the visualization of vocabulary activities were based on the adults to apply in their classrooms.

- Here is the slide show:

Kevin Feldman vocabulary strategies part II

Presented by Lincoln's vocab
committee 2/26/10
Ashley Farmer, Louise Haslett,
Brenda Rudakas

Where did our vocab come from?

- ▶ The grade level vocabulary came from our Scott Foresman reading series.
- ▶ The "adult" vocabulary came from a website that offers words of the day.
- ▶ All pictures were found on wordsift.com where you can visualize text! (do not let your students use this site)

Kindergarten



abuela

First Grade



splashed

Second Grade



building

Third grade



teetering

Fourth grade



frantic

Fifth grade



solitary

Adult vocab

- **arcane**
 - (ar-kan) (adjective), noun
 - plural: arcana (ar-kan)
 - 1.
 - A secret; a mystery.
 - 2.
 - Specialized or mysterious knowledge, language, or information that is not accessible to the average person (generally used in the plural).
 - [Read the full entry](#) | [See arcane](#) | [Comment on today's word](#) | [Suggest tomorrow's word](#)
- **Quotable:**
 - Through the years, Usenet evolved into an international forum on thousands of topics, called Usenet newsgroups, from the annals of programming languages to European travel tips.
 - — *Edie Wehr*, "Dennis T. Elin, 45, a Developer of Internet Discussion Network, Is Dead", *New York Times*, July 4, 2007
 - Here we must enter briefly into the technical annals of employment law.
 - — *Paul F. Campos*, *Jurimetrics: The Madness of American Law*
 - Each arcane, made visible or tangible by one of these paintings, is the formula of a law of human activity in its relationship with spiritual and material forces whose combination produces the phenomena of life.
 - — *Lila A. Churchill and Paul Christian*, *History and Practice of Magic*
- **Origin:**
 - Arcane is from the Latin, from *arcane* "closed, secret," from *arca*, "chest, box," from *arcere*, "to shut in."

Adult vocab

- **fructuous**
 - (fruk-choo-ush), adjective
 - 1.
 - Fruitful; productive.
 - [Read the full entry](#) | [See fructuous](#) | [Comment on today's word](#) | [Suggest tomorrow's word](#)
- **Quotable:**
 - It had by now reached much beyond even that status to appear in our minds as a place serene, actively helping these once forlorn and homeless sailors, presenting us with fructuous soil to grow our food, bountifully adding its own edible offerings, its waters supplying us with an abundance of fish.
 - — *William Strickland*, *Last Ship*
 - Theory does not provide us worthy marching orders for a fructuous future, for theory in itself tells us nothing about how and when it is applicable.
 - — *Shelle McNamee and Kenneth J. Gergen*, *Relational Responsibility*
 - Layered is talking about reducing his mispry Chanel shoes to more intimate experiences. And this collection proved that such a fructuous collaboration with the couture hands deserves to be played out on a quieter note.
 - — *Sony Haskins*, "Chanel plays pipes, turning tiny tubes of tube into couture", *New York Times*, July 1, 2009
- **Origin:**
 - Fructuous comes from Latin *fructuosus*, from *fructus*, "enjoyment, product, fruit," from the past participle of *frui*, "to enjoy."